

Fourth Grade Library

Unit Title: Unit 1: Library Communities

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **2.C.2:** Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
- **3.A.2:** Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.
- **3.B.2:** Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge.
- **3.C.2:** Learners work productively with others to solve problems by involving diverse perspectives in their own inquiry processes.
- **3.D.1:** Learners actively participate with others in learning situations by actively contributing to group discussions.
- **5.B.2:** Learners construct new knowledge by persisting through self directed pursuits by tinkering and making.


NJSLS ELA Standards

- **SL.PE.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats (eg., visually, quantitatively, and orally).
- **SL.UM.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.1.5.PB.2	Describe choices consumers have with money (e.g., save, spend, donate).	Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.DC.1	Explain the need for and use of copyrights.	Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided credit is given to the

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9.4.5.DC.4	<p>Model, safe, legal, and ethical behavior when using online or offline technology.</p> <p>Determine the meaning of “phishing.” Phishing consists in the attempt to gather personal information from a person in a fraudulent way, normally through emails. The most common desired information is: passwords, e-banking credentials or personal accounts from different services.</p> <p>What is Phishing? - SecureKids</p>  <p>SecureKids</p>	<p>original source.</p> <p>Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.</p>
<p><u>Central Idea/Enduring Understanding:</u></p> <p>Students will...</p> <ul style="list-style-type: none">• Demonstrate knowledge of the library media center areas, rules, and procedures.• Demonstrate responsible media center behavior.• Demonstrate good habits in handling materials.		<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none">• How can I become a responsible library user?• How can the library impact my personal reading growth?• How can the library enhance my life?
<p><u>Content:</u></p> <p>Theme:</p> <ul style="list-style-type: none">• The library is a place that promotes a love of reading and supports students in their personal reading needs.• The library is a place where students can acquire knowledge and gain insight.		<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none">• Respect the library as a learning place• Demonstrate proper media center behaviors• Demonstrate proper care of materials.• Identify, locate, select and access materials<ul style="list-style-type: none">◦ Easy/picture books◦ Books – fiction, nonfiction◦ Biographies◦ Diversity, equality & inclusion◦ Reference• Understand alphabetical order in shelving (Fiction)• Understand number order in shelving (Non-Fiction/Dewey Decimal System)• Understand and use Destiny System• Begin the instruction of Information Literacy
<p><u>Interdisciplinary Connections:</u></p> <p>The texts/activities in this unit will support the learning and loving of the library. Students will understand the necessity of rules, character education, different perspectives, collaboration, and the mechanics of the library.</p> <p><u>NJSLS Social Studies</u></p> <p>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p>		
Stage 2: Assessment Evidence		
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none">• Arrival/Do Now Activity		<p><u>Other Evidence:</u></p> <ul style="list-style-type: none">• Ability to locate and select books of interest

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<ul style="list-style-type: none"> • Self-assessment • Student created verbal, written, and artistic responses • Think/Pair/Share • Turn and Talk • Check for Understanding – Comprehension • Check for Understanding – Vocabulary • Exit Slips • Graphic Organizers • Technology Integration 	<ul style="list-style-type: none"> • Ability to select “Just Right” books • Ease of book check out procedures • Responsibility of returning books • Teacher observation of student participation
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1: Getting to Know You/All About Me</p> <ul style="list-style-type: none"> • Introduce Librarian and explain role • Share/Read Aloud • Complete All About Me graphic organizer <p>Lesson 2: Orientation</p> <ul style="list-style-type: none"> • Rules/Procedures • Expectation Modeling <p>Lesson 3: Book Care</p> <ul style="list-style-type: none"> • Explain and demonstrate use of shelf markers • Explain how to place books on the shelf (spine out) • Explain how students can protect books using illustrations to discuss how to handle books. • Explain what a bookmark is and why one should be used <p>Lesson 4</p> <ul style="list-style-type: none"> • Destiny System <ul style="list-style-type: none"> ◦ Introduce Destiny System • Hispanic Heritage Month <ul style="list-style-type: none"> ◦ Introduce Cultural Calendar, focussing on Hispanic Heritage Month <p>Lesson 5: Fiction</p> <ul style="list-style-type: none"> • Explain what is a fiction book • Explain where the fiction books are located • Explain how the fiction section of the library is organized (alphabetically) 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Graphic Organizer • Read Aloud (example: The Name Jar, Your Name is a Song) • Teach the rules and procedure of the library by having students model expectations • Read Aloud (example: Do Not Bring Your Dragon to the Library) • Power Point (book care) • Read Aloud (example: The Shelf Elf, Never Let a Ghost Borrow Your Library Book) • Teach how to use the Destiny System to search for books in the library <ul style="list-style-type: none"> ◦ Search for title ◦ Search for author ◦ Search for topic ◦ Search for availability ◦ Search for call number • Include Hispanic Heritage Month in search (Hispanic authors, topics, etc.) • Studies Weekly • Teach what is fiction? • Teach where the Fiction section of the library is located • Teach how the Fiction section of the library is organized
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Lesson 6: Non-Fiction

- Explain what is a non-fiction book
- Explain where the non-fiction books are located
- Explain how the non-fiction section of the library is organized (Dewey Decimal System/Number Order)

Lesson 7

- Biography
 - Explain what is a biography
 - Explain where biographies are located
 - Explain how the biographies are organized (alphabetical by last name)
- Indigenous People
 - Re-introduce Cultural Calendar, focussing on Indigenous People
- Veterans' Day
 - Focus on Veterans

- Teach alphabetical order
- Teach where the Non-Fiction section of the library is located
- Teach how the Non-Fiction of the library is organized
- Teach the Dewey Decimal System
- Teach number order with decimals

- Teach where the Biography section of the library is located
- Teach how the Biography of the library is organized (alphabetical)
- Read aloud about or written by Indigenous People
- Read aloud about or written by Veteran(s)

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

AAPI Resources for Social Studies:

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to support students to take a leadership role in assisting others with library skills</p> <p>Enrichment of content</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to push students to mastery of library skills</p> <p>Reinforcement of content and procedures</p> <p>General use of varied modalities – kinesthetic, visual, auditory, tactile</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to push students through collaboration to gain an understanding of library skills</p> <p>Consistent repetition of content and procedures</p> <p>Repeat and rephrase directions</p> <p>Specific use of varied modalities – kinesthetic, visual, auditory, tactile</p> <p>Increased time allotment</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

Unit Title: Unit 2: Inspiring Literature

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **1.A.1.2** Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic and recalling prior and background knowledge as context for new meaning.
- **1.D.3.4.** Learners participate in an ongoing inquiry-based process by continually seeking knowledge, engaging in sustained inquiry, enacting new understanding through real-world connections, and using reflection to guide informed decisions.
- **2.A.3** Learners contribute a balanced perspective when participating in a learning community by describing their understanding of cultural relevance and placement within the global learning community.
- **2.B.2** Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.
- **2.D.3** Learners demonstrate empathy and equity in knowledge building within the global learning community by reflecting on their own place within the global learning community.

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- **3.D.1:** Learners actively participate with others in learning situations by actively contributing to group discussions.
- **5.A.2** Learning develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions

NJSLS ELA

- **RL.CR.4.1** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.IT.4.3** Describe the impact of individuals and events throughout the course of a text, using an in depth analysis of the character, settings or event that draws on textual evidence.
- **RL.PP.4.5** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.CT.4.8** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **SL.PE.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	

Central Idea/Enduring Understanding:

Students will...

- Make good choices.
- Do the right thing even when it is difficult.
- Choose to make a difference.
- Make the world a better place.
- Never quit even when things get difficult.
- Identify story elements

Essential/Guiding Question:

- How can I give back to my community?
- How can I keep going when things get tough?
- What does my conscience, that "little voice inside my head," say about it?
- How can I be courteous and polite to the people around me?
- How can I be reliable and dependable at school and at home?

Content:

Theme:

- Inspiring literature supports our students in social, emotional, and ethical development.

Skills(Objectives):

Teach students to understand, care about, and act upon core ethical and performance values.

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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and loving of the library. Students will understand inspiring literature, cultural differences/celebrations, and community involvement.

NJSLS Social Studies

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Stage 2: Assessment Evidence

Performance Task(s):

- Arrival/Do Now Activity
- Self-assessment
- Student created verbal, written, and artistic responses
- Think/Pair/Share
- Turn and Talk
- Check for Understanding – Comprehension
- Check for Understanding – Vocabulary
- Exit Slips
- Graphic Organizers
- Technology Integration

Other Evidence:

- Ability to locate and select books of interest
- Ease of book check-out procedure
- Responsibility of returning books
- Ability to critique/recommend books
- Teacher observation of student participation

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 8: Inspiring Thankfulness

- What are you thankful for?
- How do you show thankfulness?
- Thanksgiving

Lesson 9: Inspiring Kindness

- What is kindness?
- Why is kindness important?
- How did you see kindness in our read-aloud?
- How do you show kindness?
- What other characters from books you have read show kindness?

Lessons 10-12: Inspiring Cultural Awareness

- Diwali
- Hanukkah
- Christmas
- Kwanzaa
 - Why do we celebrate?

Resources:

Refer to Destiny for books on Thankfulness (School's Collection)

- Junie B. Jones Turkeys We Have Loved and Eaten (and Other Thankful Stuff)

Refer to Destiny for books on Kindness (School's Collection)

- Listening with my Heart: A Story of Kindness and Self-Compassion
- Kindness is Cooler, Mrs. Ruler

Refer to Destiny for books on Cultural Holidays (School's Collection)

- Let's Celebrate Diwali
- Meet the Latkes
- The Hunnukah Guest
- The Polar Express

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- What are the chief principals?
- How are they celebrated around the world?
- What traditions do you observe?

Lesson 13: Nature Inspires Us

- Winter
 - What do you enjoy most about winter?
 - What does nature give us in winter?
 - How can a winter book inspire you?
- Winter Olympics (when relevant)
 - What are the Winter Olympics?
 - What are some Winter Olympic events?
 - Where does the Winter Olympics take place?
 - Would you rather watch the Winter Olympics or compete?

Lesson 14

- Inspiring Service
 - What is service?
 - How can you show service in your community
- Martin Luther King, Jr.
 - Who was MLK?
 - Why should he be celebrated?

- Christmas Around the World
- Kwanzaa: Why We Celebrate it the Way We Do
- Imani's Gift at Kwanzaa

Refer to Destiny for books about winter and Winter Olympics (School's Collection)

- Winter: December, January, February
- Winter Olympics

Refer to Destiny for books about Martin Luther King, Jr. (School's Collection)

- Young Martin's Promise
- My Brother Martin
- Studies Weekly

Lessons 8-14

- E-Books
- Videos
- YouTube Videos
- Other print and non-print sources

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
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Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

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		AAPI Resources for Social Studies:	
		LGBT and Disabilities Resources: <ul style="list-style-type: none">• LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth• LGBTQ+ Books	
		DEI Resources: <ul style="list-style-type: none">• Learning for Justice• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Encourage to check-out of Accelerated Reader books Utilize Technology Model and demonstrate using a Think Aloud approach Feedback to support students to take a leadership role in assisting others with library skills Enrichment of content	Encourage to check-out of Accelerated Reader books Utilize Technology Model and demonstrate using a Think Aloud approach Feedback to push students to mastery of library skills Reinforcement of content and procedures General use of varied modalities – kinesthetic, visual, auditory, tactile	Encourage to check-out of Accelerated Reader books Utilize Technology Model and demonstrate using a Think Aloud approach Feedback to push students through collaboration to gain an understanding of library skills Consistent repetition of content and procedures Repeat and rephrase directions Specific use of varied modalities – kinesthetic, visual, auditory, tactile Increased time allotment	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit Title: Unit 3: Book Tasting (Genre Studies Part 1)

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **1.B.3.** Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
- **2.A.3.** Learners contribute a balanced perspective when participating in a learning community by describing their understanding of cultural relevancy and placement within the global learning community.
- **2.B.1.** Learners adjust their awareness of the global learning community by interacting with learners who reflect a range of perspectives.
- **2.C.2.** Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
- **3.A.2.** Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.
- **5.C.1.** Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

NJSLS ELA

- **RI.PP.4.5** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.IT.4.3:** Describe the impact of individuals and events throughout the course of a text, using an in depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.MF.4.6:** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **SL.PE.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.UM.4.5:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business	
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.	There are ways to keep the things we value safely at home and other places.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new innovative ideas.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address to effectively solve the problem

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9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.	Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
<p><u>Central Idea/Enduring Understanding:</u> Students will...</p> <ul style="list-style-type: none"> • Read and listen for pleasure. • Understand the elements of literature. • Understand that literature can influence personal growth and development. • Employ strategies to help understand text. • Use both print and digital media to enhance my learning. • Understand a text's features, structures, and characteristics to facilitate my ability to make meaning of the text. 		<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How can the library impact my personal reading growth? • How can I determine the elements of stories that allow me to sort literature into various genres/categories? • How can stories help me understand the world around me? • How can I understand and appreciate all types of literature? • What genres are interesting to me and why? • How can I use technology to design, create and share my learning? • How do I determine the effect of media messages?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • The library is a place that promotes a love of reading and supports students in their personal reading needs. • The library is a place where students can acquire knowledge and gain insight. • Different types of literature assist us in understanding the world. 		<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Listen to stories with attentive and purposeful listening and viewing skills. • Identify the title, author, illustrator, and publisher. • Select materials based on personal interests and reading level ("just right" books). • Identify and classify fiction books using characteristics of each. • Identify characters, setting, and events of stories. • Recognize books of favorite authors and illustrators. • Identify the title/copyright page and the table of contents and their uses. • Share facts, opinions, and reflective thoughts about a story.
<p><u>Interdisciplinary Connections:</u> The texts/activities in this unit will support the learning and loving of the library. Students will understand the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, and the mechanics of the library.</p> <p><u>NJSLS Social Studies</u></p> <ul style="list-style-type: none"> • 6.1.2.CivicsPD1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 		
Stage 2: Assessment Evidence		
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Arrival/Do Now Activity • Self-assessment • Peer Review • Student created verbal, written, and artistic responses • Think/Pair/Share • Turn and Talk • Whip Around • Check for Understanding – Comprehension • Check for Understanding – Vocabulary 		<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Ability to locate and select books of interest • Ease of book check-out procedure • Responsibility of returning books • Ability to identify the characteristics of the various types of genres. • Identify the characters, setting, events of a story. • Identification of various elements of a book (example: author, title page, table of contents, etc.) • Teacher observation of student participation

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- Exit Slips
- Graphic Organizers
- Technology Integration

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 15: Biography

- Introduce biography as the story of one person's life written by another person.
- Introduce autobiography as the story of one person's life written by that person.
- Display several biographies/autobiographies with a focus on "Who Is/Was?" collection.
- Read aloud a selected biography.
- Complete research on a particular person utilizing "Who Is/Who Was?" collection.

Lesson 16: Historical Fiction

- What is historical fiction?
- How is historical fiction different from fiction?
- Display examples of historical fiction
- Show where historical fiction can be found in the library

Lessons 17: Realistic Fiction

- What is realistic fiction?
- How is realistic fiction different from historical fiction? From fiction?
- Display examples of realistic fiction
- Show where realistic fiction can be found in the library

Lesson 18: Read Across America Week

- Explain what Read Across America Week is and why we celebrate it
- Participate in special dress days
- Book Tasting (featuring different genres) or other activity

Resources:

Refer to Destiny for examples of biographies (School's Collection)

- Who Is Simone Biles?
- Who Is Travis Kelce?
- Who is Taylor Swift?
- Who Was Michael Jackson?
- Who Was Elvis Presley?
- Who Was Walt Disney?

Refer to Destiny for examples of historical fiction (School's Collection)

- I Survived (series)
- Back to the Titanic
- Number the Stars
- Dear America (series)
- Princess Diaries (series)
- Magic Treehouse (series)

Refer to Destiny for examples of realistic fiction (School's Collection)

- Restart
- Wonder
- The Unteachables
- Because of Winn-Dixie
- Out of My Mind
- Rules
- Because of Mr. Terupt

- Visit the NEA website for information <https://www.nea.org/node/32586>
- Special Dress Day ideas
 - School Colors Day
 - Wear a Shirt You Can Read Day
 - Pajama Day
 - Dress for Success
 - Flannel Day
- Book Tasting
 - Set up tables like restaurant
 - Provide signage for different genres for each table
 - Provide sample books for each genre at each table
 - Provide Menus to students to either:

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- Write down titles they are interested in checking out in the future
- Write down titles they have read and enjoyed

Lesson 19: Women's Studies

- What are Women's Studies?
- Display examples of books about women and written by women
- Show where such books can be found in the library

Lesson 20: Mystery

- What are mysteries?
- Display examples
- Read-aloud
- Show where mysteries can be found in the library

Lesson 21: Fantasy

- What is fantasy?
- Display examples
- Read-aloud
- Show where fantasy books can be found in the library
- Create a fantasy character
 - List traits that make the character fantasy (not real)

Lesson 22: Science Fiction

- What is Science Fiction?
- Display Science Fiction Books
- Read-Aloud
- Show where Science Fiction books can be found in the library
- Write your own Science Fiction story (story map)

Refer to Destiny for examples of books about women and/or written by women

- Who Was Amelia Earhardt?
- Heroines: Great Women Through the Ages
- Those Remarkable Women of the American Revolution
- Harry Potter (series by J.K. Rowling)
- Dork Diaries (series by Renee Russell)
- Graphic novels by Raina Telgemeier

Refer to Destiny for examples of mystery books

- Nancy Drew (series)
- Cam Jansen (series)
- Mystery at the Washington Monument
- Mystery at Loon Lake
- Mystery of the Stolen Bike

Refer to Destiny for examples of fantasy books

- Harry Potter (series)
- Wings of Fire (series)
- Amulet (series)

Refer to Destiny for examples of science fiction books

- Star Wars: The Last Jedi
- Aliens for Lunch
- I Was a Sixth Grade Alien
- A Wrinkle in Time

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)

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<ul style="list-style-type: none"> • Civil Rights Teaching • Black Past <p>AAPI Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar 			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Encourage to check-out of Accelerated Reader books Utilize Technology Model and demonstrate using a Think Aloud approach Feedback to support students to take a leadership role in assisting others with library skills Enrichment of content	Encourage to check-out of Accelerated Reader books Utilize Technology Model and demonstrate using a Think Aloud approach Feedback to push students to mastery of library skills Reinforcement of content and procedures General use of varied modalities – kinesthetic, visual, auditory, tactile	Encourage to check-out of Accelerated Reader books Utilize Technology Model and demonstrate using a Think Aloud approach Feedback to push students through collaboration to gain an understanding of library skills Consistent repetition of content and procedures Repeat and rephrase directions Specific use of varied modalities – kinesthetic, visual, auditory, tactile	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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		Increased time allotment	
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Unit Title: Unit 4: Book Tasting (Genre Studies Part 2)

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **1.B.3.** Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
- **2.A.3.** Learners contribute a balanced perspective when participating in a learning community by describing their understanding of cultural relevancy and placement within the global learning community.
- **2.B.1.** Learners adjust their awareness of the global learning community by interacting with learners who reflect a range of perspectives.
- **2.C.2.** Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
- **3.A.2.** Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.
- **5.C.1.** Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

NJSLS ELA

- **RI.PP.4.5** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.IT.4.3:** Describe the impact of individuals and events throughout the course of a text, using an in depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.MF.4.6:** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **SL.PE.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.UM.4.5:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business	
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.	There are ways to keep the things we value safely at home and other places.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new innovative ideas.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.	

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9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address to effectively solve the problem.
Central Idea/Enduring Understanding: Students will... <ul style="list-style-type: none">Read and listen for pleasure.Understand the elements of literature.Understand that literature can influence personal growth and development.Employ strategies to help understand text.Use both print and digital media to enhance my learning.Understand a text's features, structures, and characteristics to facilitate my ability to make meaning of the text.	Essential/Guiding Question: <ul style="list-style-type: none">How can the library impact my personal reading growth?How can I determine the elements of stories that allow me to sort literature into various genres/categories?How can stories help me understand the world around me?How can I understand and appreciate all types of literature?What genres are interesting to me and why?How can I use technology to design, create and share my learning?	
Content: Theme: <ul style="list-style-type: none">The library is a place that promotes a love of reading and supports students in their personal reading needs.The library is a place where students can acquire knowledge and gain insight.Different types of literature assist us in understanding the world.	Skills(Objectives): <ul style="list-style-type: none">Listen to stories with attentive and purposeful listening and viewing skills.Identify the title, author, illustrator, and publisher.Select materials based on personal interests and reading level ("just right" books).Identify and classify fiction books using characteristics of each.Identify characters, setting, and events of stories.Recognize books of favorite authors and illustrators.Identify the title/copyright page and the table of contents and their uses.Share facts, opinions, and reflective thoughts about a story.	
Interdisciplinary Connections: The texts/activities in this unit will support the learning and loving of the library. Students will understand the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, and the mechanics of the library.		
NJSLS Social Studies <ul style="list-style-type: none">6.1.2.CivicsPD1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
Stage 2: Assessment Evidence		
Performance Task(s): <ul style="list-style-type: none">Arrival/Do Now ActivitySelf-assessmentPeer ReviewStudent created verbal, written, and artistic responsesThink/Pair/ShareTurn and TalkWhip AroundCheck for Understanding – ComprehensionCheck for Understanding – VocabularyExit Slips	Other Evidence: <ul style="list-style-type: none">Ability to locate and select books of interestEase of book check-out procedureResponsibility of returning booksAbility to identify the characteristics of the various types of genres.Identify the characters, setting, events of a story.Identification of various elements of a book (example: author, title page, table of contents, etc.)Teacher observation of student participation	

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- Graphic Organizers
- Technology Integration

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 23: Graphic Novel vs. Novel

- What is a Graphic Novel? How is it different from a novel?
- Display some examples
- Read aloud from BOTH so that the difference can be heard (Graphic Novel First)
- Venn diagram to compare and contrast

Lesson 24: Poetry

- What is poetry?
- What are some types of poetry?
 - Shape
 - Haiku
 - Acrostic
- What are some rules for poetry?
- Display poetry books
- Write a simple poem

Lesson 25 & 26

- People (AAPI Month) and
 - Explain the significance of AAPI Month
 - Display books by AAPI authors/with AAPI characters
 - Show where AAPI books (authors and characters) can be found in the library
 - Play AAPI related game
- Places
 - Explain the importance of learning about places outside of your own backyard
 - As a group, do research on a state, National Park, or country you've never visited

Lesson 27: Sports

- Explain different types of sports related books
- Read aloud
- Show where sports related books can be found in the library

Lesson 28: Animals

- Explain different types of animal books
- Read aloud
- Show where animal books can be found in the library

Resources:

Refer to Destiny for examples of Graphic Novels and Novels (same book)

- I Survived
- Bunnica
- Wings of Fire
- Baby Sitters Club

Refer to Destiny for examples of Poetry

- Poem Stew
- If You're Not Here Please Raise Your Hand: Poems About School
- Technically It's Not My Fault
- Sad Underwear and Other Complications

Refer to Destiny for examples of books on People (AAPI Month) and Places

- The Great Book of Asian-American Heroes
- Eyes That Kiss the Corners
- Save Me a Seat
- Who Is Dwayne "The Rock" Johnson?
- Who Is Michelle Kwan?
- State Collection
- National Parks Collection
- Countries Collection

Refer to Destiny for examples of books on Sports

- Athlete biographies
- Team Collections
- The Million Dollar Shot
- Dan Gutmans' & Me Series
- Miss Mary Mack and Other Children's Street Rhymes

Refer to Destiny for examples of books on Animals

- Because of Winn-Dixie
- Owen and Mzee
- Frog
- Kitten

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<p>Lesson 29: Holidays: Juneteenth</p> <ul style="list-style-type: none">• Review Cultural Calendar• Discuss history and importance of Juneteenth• Display videos to introduce Juneteenth• Display various Juneteenth books• Read aloud• Show where Juneteenth books can be found in the library <p>Lesson 30: Summer Reading</p> <ul style="list-style-type: none">• Discuss the importance of reading over the summer• Discuss what can be read (books, magazines, signs, etc.)• Read aloud	<ul style="list-style-type: none">• Shiloh• Charlotte's Web <p>Refer to Destiny for examples of books on Juneteenth</p> <ul style="list-style-type: none">• Freedom's Gifts: A Juneteenth Story• Juneteenth• Celebrating Juneteenth• Juneteenth for Mazie• A Flag for Juneteenth <p>Refer to Destiny for examples of books related to summer</p> <ul style="list-style-type: none">• Summer Reading is Killing Me!• Judy Moody and the Not Bummer Summer• One Crazy Summer <p>Social Studies Resources:</p> <ul style="list-style-type: none">• 6.3 Suggested Framework K-12• NJ Commission on Holocaust Education• Facing History and Ourselves• New Jersey Historical Commission• Library of Congress (Primary Sources)• National Archives (Primary Sources)• Newsela• PBS Learning Media• Stanford History Education Group• Zinn Education Project <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none">• The New Jersey Amistad Commission Interactive Curriculum• New Jersey State Board Foundation• Civil Rights Teaching• Black Past <p>AAPL Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none">• LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth• LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none">• Learning for Justice• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to support students to take a leadership role in assisting others with library skills</p> <p>Enrichment of content</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to push students to mastery of library skills</p> <p>Reinforcement of content and procedures</p> <p>General use of varied modalities – kinesthetic, visual, auditory, tactile</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to push students through collaboration to gain an understanding of library skills</p> <p>Consistent repetition of content and procedures</p> <p>Repeat and rephrase directions</p> <p>Specific use of varied modalities – kinesthetic, visual, auditory, tactile</p> <p>Increased time allotment</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

PACING GUIDE

Course Name	Content/Resources	Standards
UNIT 1: Library Communities		
# Days 7	<p>Do Nows</p> <p>Read-alouds</p> <p>Graphic Organizers</p> <p>Videos</p> <p>Cultural Calendar Connections</p> <p>Technology Resources</p> <p>Exit Slips</p> <p>Teacher Created Presentations</p> <p>Unit Online Assessment:</p>	<p><u>AASL Standards</u></p> <ul style="list-style-type: none"> • 2.C.2 • 3.A.2 • 3.B.2 • 3.C.2 • 3.D.1 • 5.B.2 <p><u>NJSLS ELA</u></p> <ul style="list-style-type: none"> • SL.PE.4.1 • SL.II.4.2 • SL.UM.4.5

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UNIT 2: Inspiring Literature

# Days 7	Do Nows Read-alouds Graphic Organizers Videos Cultural Calendar Connections Unit Online Assessment:	<u>AASL Standards</u> <ul style="list-style-type: none"> • 1.A.1.2 • 1.D.3.4 • 2.A.3 • 2.B.2 • 2.D.3 • 3.D.1 • 5.A.2 <u>NJSLS ELA</u> <ul style="list-style-type: none"> • RI.CR.4.1 • RI.IT.4.3 • RI.PP.4.5. • RI.CT.4.8 • SL.PE.4.1
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UNIT 3: Book Tasting (Genre Studies Part 1)

# Days 8	Do Nows Read-alouds Graphic Organizers Videos Cultural Calendar Connections Technology Resources Exit Slips Teacher Created Presentations Anchor Charts on Genres Unit Online Assessment:	<u>AASL Standards</u> <ul style="list-style-type: none"> • 1.B.3 • 2.A.3 • 2.B.1 • 2.C.2 • 3.A.2 • 5.C.1 <u>NJSLS ELA</u> <ul style="list-style-type: none"> • RI.PP.4.5 • RI.IT.4.3 • RI.MF.4.6 • SL.PE.4.1 • SL.UM.4.5
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UNIT 4: Book Tasting (Genre Studies Part 2)

# Days 8	Do Nows Read-alouds Graphic Organizers Videos Cultural Calendar Connections Technology Resources Exit Slips Teacher Created Presentations Anchor Charts on Genres Unit Online Assessment:	<u>AASL Standards</u> <ul style="list-style-type: none"> • 1.B.3 • 2.A.3 • 2.B.1 • 2.C.2 • 3.A.2 • 5.C.1 <u>NJSLS ELA</u> <ul style="list-style-type: none"> • RI.PP.4.5 • RI.IT.4.3 • RI.MF.4.6 • SL.PE.4.1 • SL.UM.4.5
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